

In the authoritative world university rankings Russia is inferior to not only such leaders as the UK and the US, but also to the Asian countries that were not regarded as competitors a couple of decades ago, for example, China, Hong Kong, Singapore and Taiwan.

The experts think that Russian universities will unlikely assume higher positions in World University Rankings in the near future.

Although some people complain of the imperfection of rankings, in practice Russian graduates enjoy the employers' confidence. It's very important because this problem concerns not only the respect for any university, but also national prestige.

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### **HISTORICAL ASPECT OF PROCESS OF INTEGRATION OF SUBJECTS AT MODERN SCHOOL**

Kuralbaeva A.A.

*H.A. Yasawi International Kazakh-Turkish University,  
Turkestan, e-mail: kural-aliya84@mail.ru*

Development of pedagogical idea of process of integration is influenced essentially by progress of scientific knowledge. Integration is close, connected with differentiation. These processes are reflected in construction of system of subjects and search of ways of generalization of knowledge of pupils. «Integration – is process of rapprochement and communication of the sciences, occurring along with differentiation processes. Integration process represents the high form of an embodiment of inter-subject communications at qualitatively new step of training».

Proceeding from the aforesaid, it is possible to notice that roots of process of integration lie far back in the past classical pedagogies and are connected with idea of inter subject communications. At the heart of the idea of inter-subject communications was born during search of ways of reflection of integrity of the nature in the teaching material maintenance. Great didactic Jan Amos Komensky underlined: «Everything that is in an interconnection, should be taught in the same communication». To idea of inter-subject communications many teachers address later, developing and generalizing it. So, at D. Lock the idea is interfaced to definition of the maintenance of formation in which one subject should be filled with elements and the facts of another. I.G. Pestalotcii on the big didactic material has opened variety of interrelations of subjects. It started with the requirement: «Result in the consciousness connected subjects all in essence among themselves in that communication in which they really are in the nature». Pestalotcii marked special

danger of a separation of one subject from another. In classical pedagogies the fullest psychology-pedagogical substantiation about the didactic importance of inter-subject communications was given by Konstantin Dmitrievich Ushinsky. He considered that «knowledge and ideas informed, any, sciences should be under construction integrally in light and whenever possible, an extensive sight at the world and his life».

On a boundary XIX and XX centuries the idea of integration gets leading character The outstanding reformer of formation of J. Dewey, having proclaimed the child the Sun, the center of the pedagogical Universe, has put forward also a new principle of construction of curriculums: «From the child – to the world and from the world – to the child». The Kazakhstan scientist A.A.Bejsenbaeva proves a complex of signs and functions of inter-subject communications:

- \* the basic signs of inter-subject communications as major means of formation of informative interest at schoolboys are integrative, selectivity, variability;

- \* inter-subject communications is rather steady pedagogical phenomenon of the organization and interaction of elements in which result new qualities are shown, such personal quality, as informative interest is born certain new whole, in particular;

- \* as a part of whole inter-subject communications carry out set of functions, such, as: educational, developing, bringing up, constructive.

Educational function of inter-subject communications consists that with their help of the teacher-subjects such qualities of knowledge of pupils, as systems, depth, sensibleness and flexibility form. Inter-subject communications here act as means of development of the general scientific concepts, promoting mastering of communications between the general natural-science and humanitarian concepts. In the Kazakhstan pedagogics the special importance from positions of our research get think of M. Zhumabaeva, concerning problems of inter-subject communications. The scientist in the textbook «Pedagogics» for the first time published in the Kazakh language in 1923 puts forward a principle of inter-subject communications on which, in M. Zhumabaeva's fair opinion, any teacher should lean at giving of new knowledge by the pupil. Now the great attention in the course of the training and formation organization again is given to an integration problem. However, judging by the aforesaid, integration as the phenomenon has appeared, first of all, in the Big science, in fundamental and its applied branches. And now integration at modern school is understood as one of directions of active searches of the new pedagogical decisions promoting improvement of affairs in it, to development of creative potentials of pedagogical collectives and separate teachers for the purpose of more effective and reasonable influence on pupils.

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### INTEGRATION OF SUBJECTS AT MODERN SCHOOL AS THE PEDAGOGICAL PHENOMENON

Kuralbaeva A.A.

*H.A. Yassawi International Kazakh-Turkish University, Turkestan, e-mail: kural-aliya84@mail.ru*

Integration as the pedagogical phenomenon has old traditions. First of all some school subjects have integrative character. In what the integration essence consists in training? With reference to system of training «integration» as the concept can accept two values: first, this creation at schoolboys of complete representation about world around (here integration is considered as the training purpose); secondly, this finding of the general platform of rapprochement of subject knowledge (here integration – a tutorial). Integration of subjects at modern school – one of directions of active searches of the new pedagogical decisions promoting improvement of affairs in it, to development of creative potentials of pedagogical collectives and separate teachers for the purpose of more effective influence on pupils. Integration as the phenomenon has appeared, first of all in “the big” science, in fundamental and its applied branches. Thus, integration between subjects doesn't deny subject system. It is a possible way its perfection, overcoming of lacks and is directed on deepening of interrelations and interdependence between subjects. The problem of a pedagogical science – to help the teacher to carry out the integration directed on restoration and association of separate elements and parts of different subjects in a single whole at uniformity of the purposes and functions of training. Long-term supervision show that pupils of initial classes, and later graduates of high school, having received preparation in those or other subjects, find it difficult to apply «private» knowledge, abilities at studying of other subjects in practice. They have not enough independence of thinking, ability to transfer the received knowledge in similar or other situations. All it occurs because of mutual inconsistency of employment on various subjects of elementary school. Integration at mod-

ern school goes in several directions and at different levels. We will note these levels:

- The intrasubject;
- The intersubject.

Now various ways of integration are used. It is first of all association of several subject matters in a uniform subject. Also it is necessary to mean that various ways of realization of integration can't be abstractly good or bad. A problem essence in to rejecting one of them and to apply another, and to enter system of integration measures taking into account age features of pupils of all educational levels. Introduction of such system which is not rejecting differentiation in training, and supplementing it, can, to be in a greater degree, than traditional subject training, to promote education of widely erudite young man possessing complete outlook, ability independently to systematize knowledge available for it and non-conventionally to approach to the decision of various problems. Creation at the schoolboy of complete representation about world around is considered as the training purpose. Integration as the purpose should give to the pupil the same knowledge which reflects coherence of separate parts of the world as systems, to teach the child to represent from the training first steps the world as a unit in which all elements are interconnected. Realization of this purpose should begin already at elementary school. Integration also – means of reception of new representations for a joint of traditional subject knowledge. Integration at elementary school has quantitative character, i.e. «it is a little about all» and it means that children receive all new and new representations about, concepts, regularly supplementing and expanding a circle of already available knowledge. Ability to synthesis of isolated knowledge and abilities is for this purpose necessary. As a result of training necessity, to know «all about the little» and it already specializes at new integration level acts. Finally, integration should promote reunion of integrity of attitude – unities of the world and the person living in it and its learning, unity of the earth and space, the nature and the person. The general-humanistic basis of process – statement in the center of the modern person, with its place and a role in the natural and social environment here takes place.

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